

COMMON CORE STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



Disciplinary Literacy



ARKANSAS
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OF EDUCATION

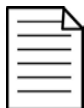
Objectives

- Review the structure of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.
- Define and develop a working knowledge of disciplinary literacy and its effect on content instruction.
- Apply examples of instructional shifts to classroom practice.



COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



<http://www.corestandards.org/ELA-Literacy/>



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CCR Anchor Standards

A set of College and Career Readiness standards anchor the document and define general, cross-disciplinary expectations necessary for postsecondary success.



Organization of the Literacy Standards

College and Career Readiness Anchor Standards

translated into age-appropriate benchmarks in the grade-specific standards below

Grade-Specific Standards

Sections

K-5 ELA
Comprehensive

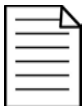
6-12 ELA

6-12 Literacy in Content
Subjects

Strands

Reading
Writing
Speaking & Listening
Language

Reading
Writing



Sample Nomenclature

RH.6.7

- Strand: Reading History
- Grade: 6
- Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Conceptual Organizers: Reading

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range of Reading and Level of Text Complexity



Conceptual Organizers: Writing

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing



Grade-Level Standards

Using the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST), work with a partner to:

- ✧ Choose a grade band (6-8, 9-10, 11-12).
- ✧ Select a conceptual organizer.
- ✧ Create a list of verbs found in the standards.
- ✧ Discuss the skills a student must have to meet the expectations in the standards.
- ✧ Share.



Arkansas' Big Shifts

- Appropriate Text Complexity
- Increased Reading of Informational Texts
- ✓ **Disciplinary Literacy**
- Close Reading
- Text-Dependent Questions
- General Academic and Domain-Specific Vocabulary
- Argumentative Writing
- Short and Sustained Research Projects



<http://ideas.aetn.org/commoncore/strategic-plan>

“The idea of what it takes to be considered literate today is not the same as it was even ten years ago.

The view of literacy is continually changing because the skills students must develop to thrive in society are constantly expanding and becoming more complex.”

Jennifer Altieri, 2011



Capacities of a Literate Individual

**Demonstrate
Independence**

**Build strong
content knowledge**

**Respond to
varying
demands**

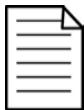


**Understand other
perspectives and
cultures**

**Comprehend
and critique**

**Value
evidence**

**Use
technology
and digital
media**



What is *Disciplinary Literacy*?

Disciplinary literacy is the application of discipline-specific practices as a way to access, comprehend, synthesize, and communicate knowledge.



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What Does *Disciplinary Literacy* Involve?

- Specialized ways of knowing and communicating in the different disciplines (Shanahan)
- Giving access to the tools of knowledge, production, and critique; and giving students access to how a discipline is written so that they can ask better questions (Moje)



Why is *Disciplinary Literacy* Important?

Each discipline has specialized

- habits of mind or ways of thinking.
- language and vocabulary.
- text types to comprehend.
- ways of communicating in writing.
- career requirements.

What Does Disciplinary Literacy Require?

- All teachers must be experts in their disciplines.
- All teachers must share responsibility for literacy.



“Asking a teacher to become a reading teacher is distinctly different from asking a teacher to help students master texts within the teacher’s own field. In fact, subject-area teachers are best qualified to help their students master texts in each course. Subject-area teachers should not be expected to teach basic reading skills, but they can help students develop critical strategies and skills for reading texts in each subject.”

Southern Regional Education Board, 2009 Policy Statement, page 5

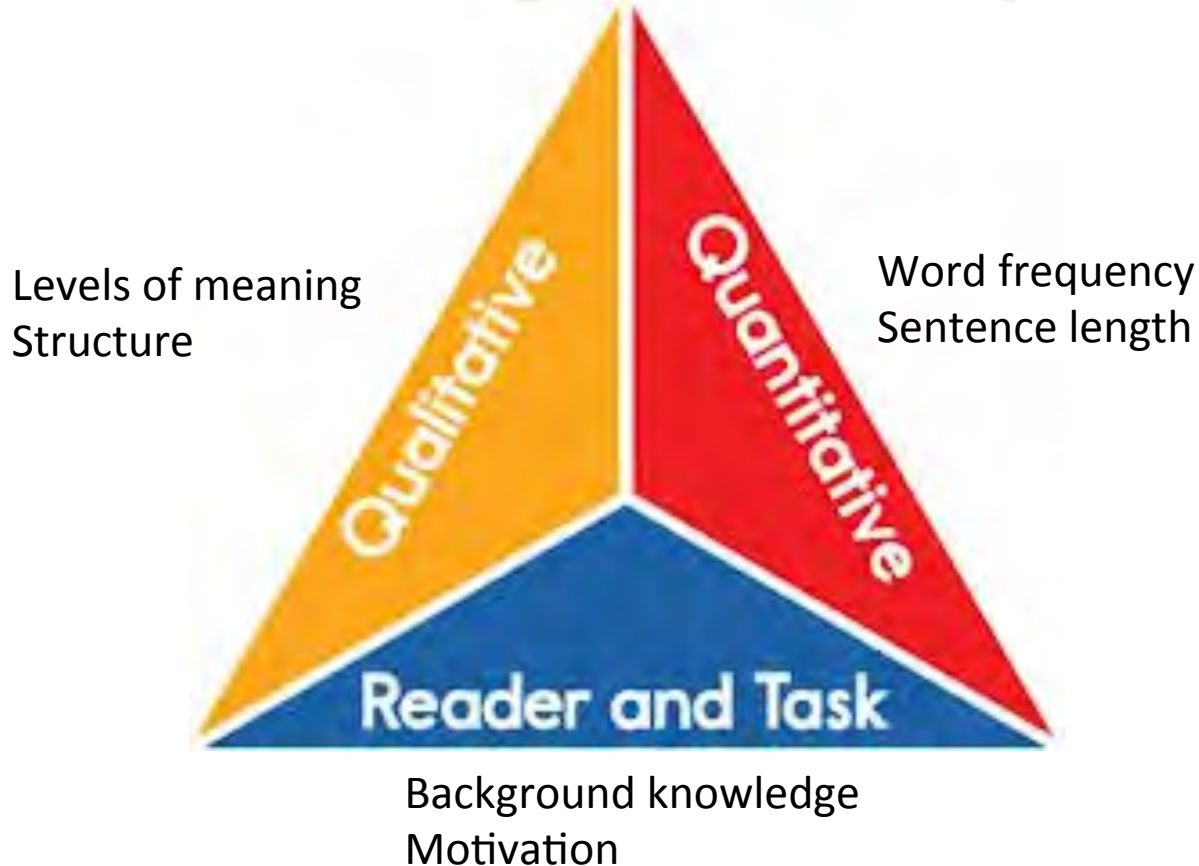
What Does *Disciplinary Reading* Involve?

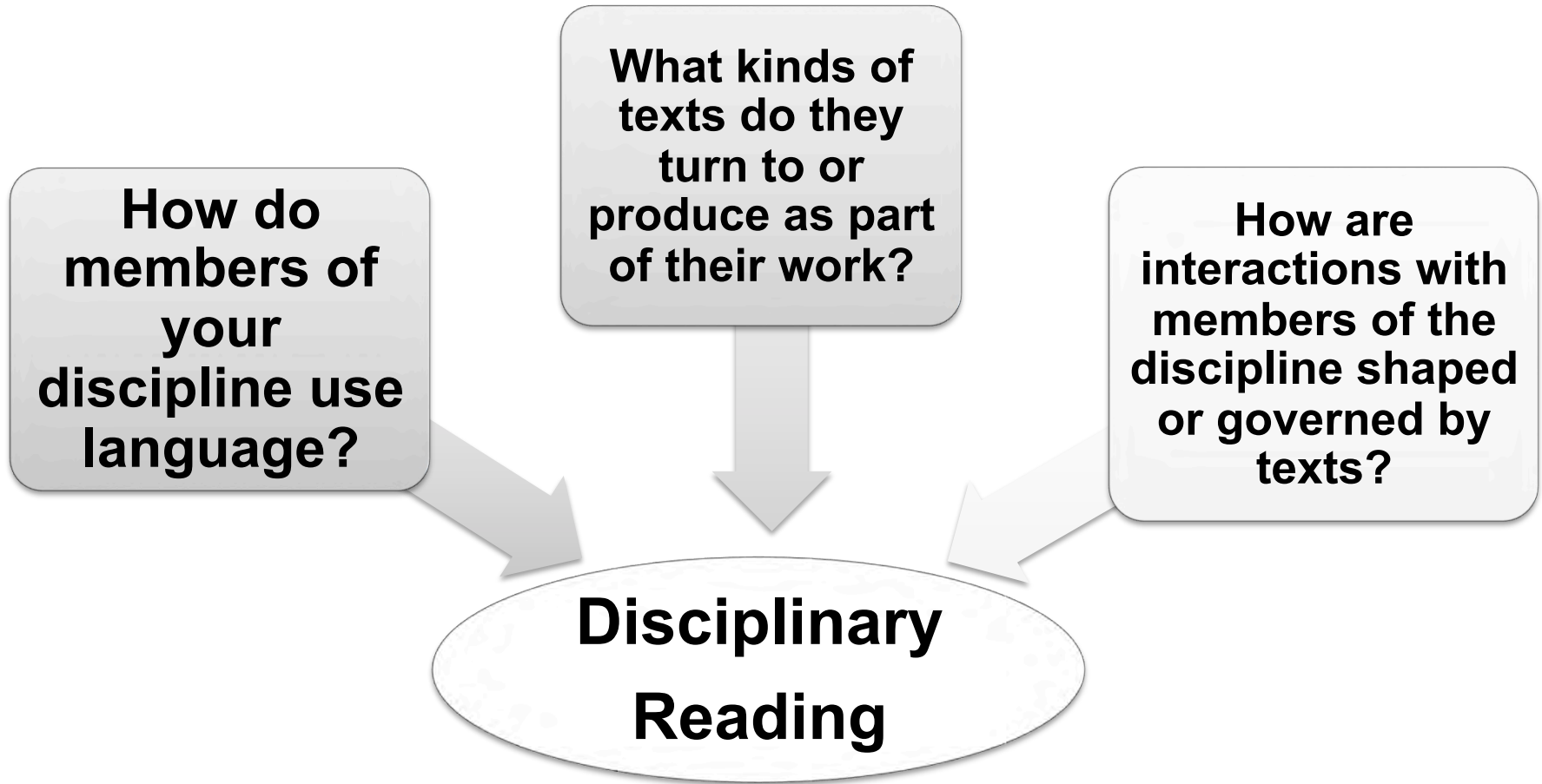


- strategic examination of information presented in various ways
- awareness of discipline-specific nuances
- reading both text and context



Measuring Text Complexity

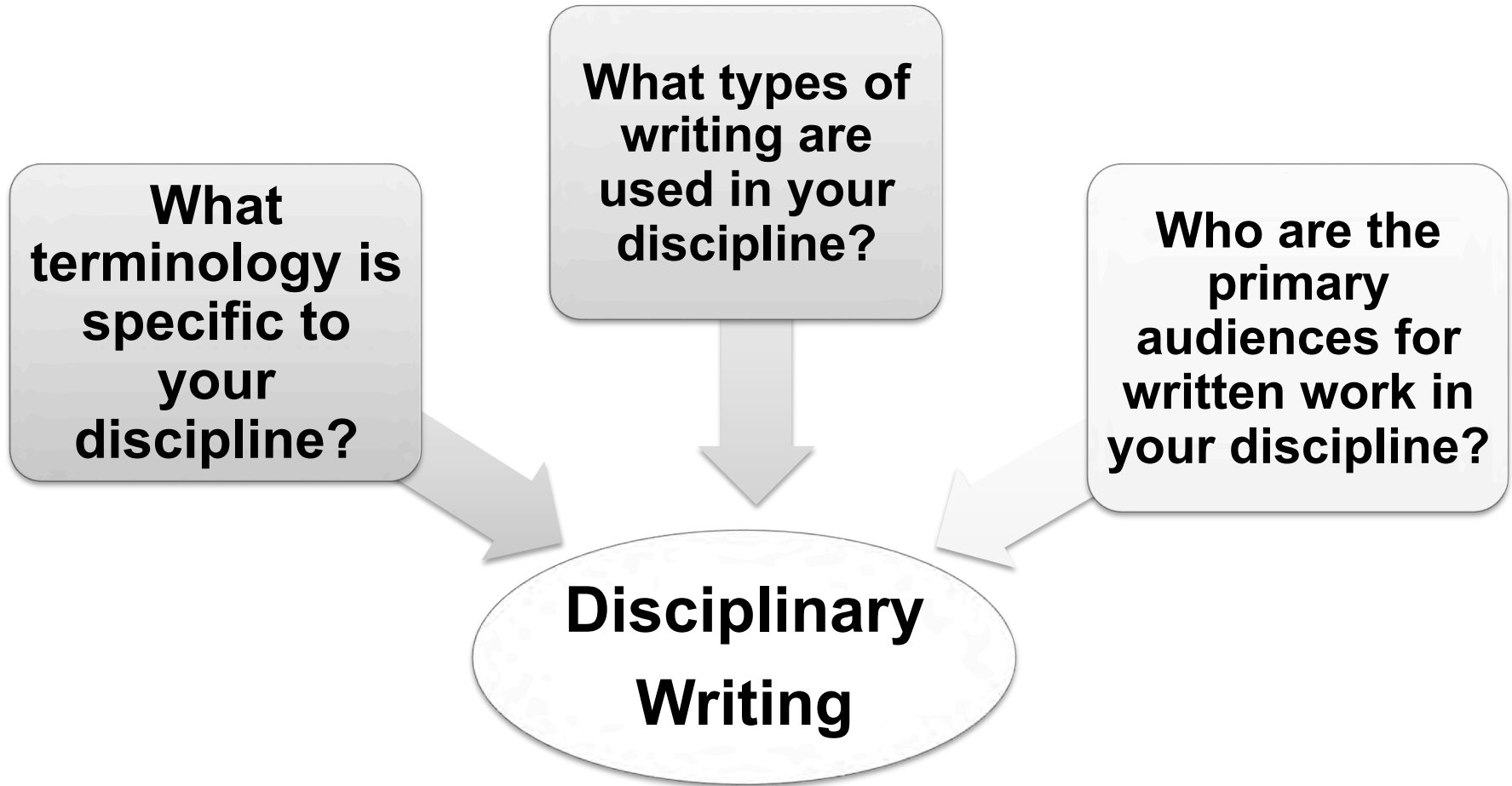




What does *Disciplinary Writing* involve?

- choosing words, information, formats, and structures deliberately
- using technology strategically, to create, refine, and collaborate on writing
- gathering information, evaluating sources, and citing material accurately





Literacy Design Collaborative



- An instructional system for developing students' literacy skills
- Recommended by ADE as a tool for implementing CCSS in Arkansas
- Information available at local educational cooperatives
- www.litearcydesigncollaborative.org

Questions for Discussion

- What does it mean to read, write, and think through a disciplinary lens?
- How do students navigate texts in a variety of distinct disciplines?



Research and Resources

- Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>
- Jennifer L. Altieri, 2011
- Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy
Shanahan, Timothy; Shanahan, Cynthia, Harvard Educational Review, v78 n1 p40-59
2008<http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- “Disciplinary Literacy” and Reading Across the Content Areas. Elizabeth Moje
<http://www.nwp.org/cs/public/print/resource/3041>
- *Classroom Strategies for Interactive Learning*, Buehl, Doug
- CCSS Appendix A http://www.corestandards.org/assets/Appendix_A.pdf
- Achieve the Core- Literacy Instructional Guides www.achievethecore.org
- Arkansas IDEAS- Disciplinary Literacy Modules
- <http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- <http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived>
- <http://www.parcconline.org/parcc-content-frameworks>
- <http://dpi.wi.gov/standards/disciplinaryliteracy.html>

What is Musical Literacy?

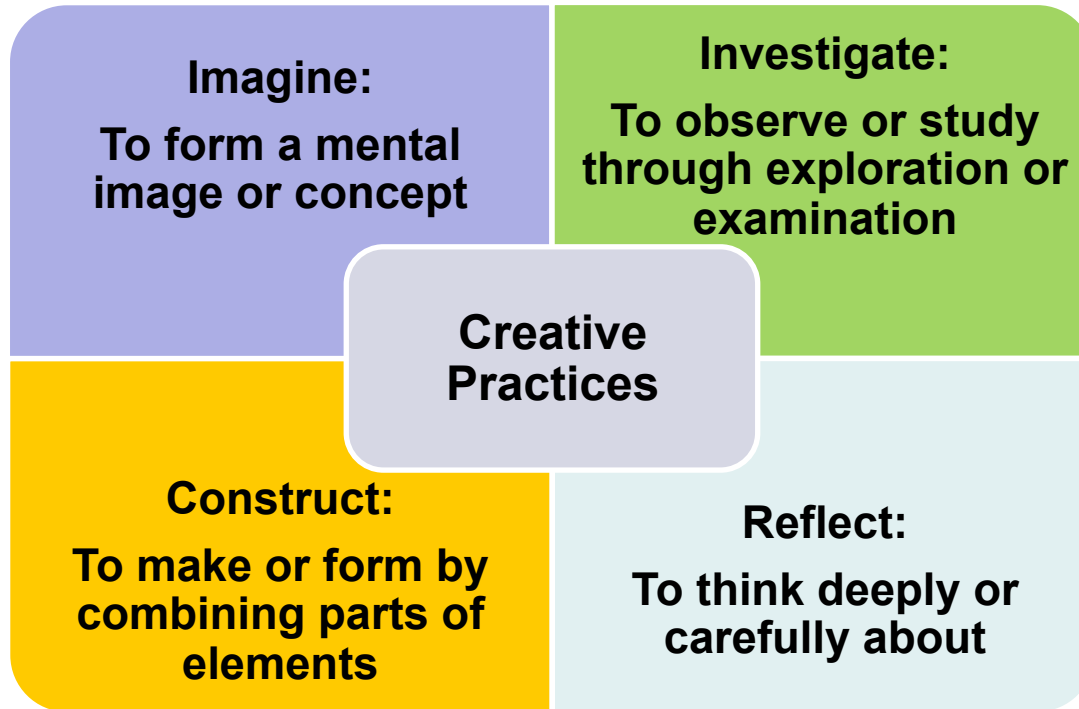
What elements are shared by music and reading?

- *Character*
- *Contrast*
- *Color*
- *Focal point*
- *Metaphor*
- *Mood*
- *Pattern*
- *Repetition*
- *Rhythm*
- *Story sequence*
- *Symbolism*
- *Texture*

What thinking tools are shared by music and reading?

- Describing sense memories
- Building on prior knowledge
- Inferring meaning
- Visualizing
- Interpreting and expressing emotions
- Identifying contrasting images/words/emotions
- Sorting facts from interpretations
- Synthesizing

What creative practices used in the arts transfer to literacy across disciplines?



What is disciplinary literacy as it applies to music?

- Disciplinary literacy is a tool for developing musical skills and knowledge:
- Developing music vocabulary
- Deciphering the graphic representation of sound called notes
- Navigating a composition by understanding the musical road maps

How do we build music knowledge through disciplinary literacy?

1. Build prior knowledge.
2. Build specialized vocabulary.
3. Learn to deconstruct complex visual representation of ideas.
4. Use knowledge of musical elements and genres to identify main and subordinate ideas within the piece.
5. Articulate what the graphic representations mean within a work or ideas to support its main components.
6. Pose discipline relevant questions.
7. Compare music elements of the work to other musical compositions.
8. Use reasoning within the discipline (what counts as evidence to evaluation claims.)

CAN MUSIC BE USED AS A TEXT?

YES!!

The ability to analyze an image or text and offer a thoughtful, evidence-based analysis of it is as central to rigorous arts education as it is to learning English literature or history.

----Amy Charleroy, College Board

Takeaway Tip of the Day

WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Write informative/explanatory texts, including the narration of ~~historical events, scientific procedures/experiments, or technical~~ a musical process.



RHST.1

Read Listen closely to determine what the ~~text~~ music says explicitly and to make logical inferences from it; cite specific ~~textual~~ musical evidence when writing or speaking to support conclusions drawn from the ~~text~~ music.

Examples of Traditional Informational Texts for Music

Textbooks

- Instrumental music lesson books
- Choral Octavos/music books
- Sight reading books/sheets

Historical Primary Documents

- *Musicians' letters*
- *Critiques by musicians' contemporaries*

Newspaper articles

- *Reviews of local concerts*

Journals/Magazines/Blogs

- *Music Alive*
- *Music Journals*
- *Newsela*

Books

- Biographies of musicians
- Autobiographies of musicians

Multimedia/digital

- *You Tube*
- *CD's*

Music vocabulary

Domain Specific Vocabulary



How do we determine appropriate level of nontraditional texts?



Qualitative:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative:

Readability measures and other scores of text complexity

Reader and task:

Reader variables (motivation, knowledge, and experiences) and task variables (purpose, complexity generated by the task assigned and the questions posed)

Consult CCSS Appendix A for further information on text complexity

Student interaction with the arts requires that learning experiences be developed with students' developmental stages in mind. Too much of pre K-12 arts curriculum has been disconnected; the proposed materials should cultivate a core set of skills and capacities that build over time. Materials should at once be developmentally appropriate and increasingly demanding, both within years and across years.

---David Coleman, "Seven Guiding Principles for the Arts"



How do we determine appropriate level of nontraditional texts?

Resources for Disciplinary Literacy in Music

- Philadelphia Museum of Art 'Looking to Write, Writing to Look'
http://www.philamuseum.org/booklets/12_70_160_1.html
- Newsela <http://www.newsela.com/articles/?category=arts>
- [Music Vocabulary – Elementary School](#) (flashcardmachine.com/Quizlet
- [Music Vocabulary - Middle School](#) ([Quizlet](#) example); HS [Flash Cards](#) (Flash Card Machine)
- [Music Vocabulary - High School](#) ; [Fine Arts Study Guides](#) ([Word Dynamo](#) examples)
- 'The Arts and the Common Core Curriculum Mapping Project',
http://commoncore.org/maps/documents/Art_in_the_Maps.pdf
- Common Core State Standards www.corestandards.org
- Jazz and Similes; <https://www.teachingchannel.org/videos/teaching-ela-with-music>
- Music Fundamentals to Enhance Student Learning; <https://www.teachingchannel.org/videos/music-fundamentals-enhance-student-learning>

LET'S
MAKE
MUSIC





LOOKING
FOR
CLUES

Looking for Clues

Music Score

- Special features about this score
- Who wrote the piece?
- From where does the piece originate?
- What instrumentation/voicing is needed to perform it?
- What is the mood/meaning of the piece?

- How are the musical elements treated in this piece?
- Are there any patterns established
(rhythm, chords, melody, harmony, form)?
- How are dynamics treated in this piece?
- If you created another verse, what would the lyrics say?
(if there are lyrics)
- Does the title suggest anything?
- What was the composer's purpose in this composition?

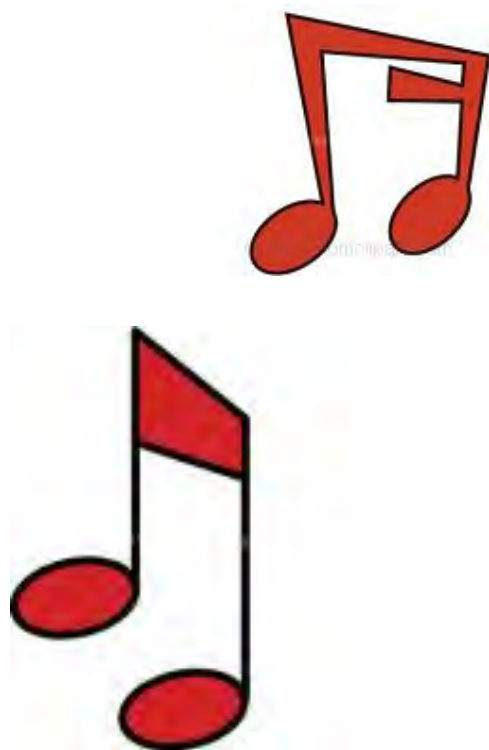


Listening for Clues

LET'S COMPARE



NOTES



TWO MINUTE MEETING

- Stand up
- Face your partner(partner A will be starting)
- You have 60 seconds to tell your partner how you could use this exercise
- Switch roles, partner B has 60 seconds
- Thank your partner
- Sit down



TIME
to SHARE





LET'S GO
UP THE
LADDER

Bloom's Music Taxonomy

REMEMBER: Describe the music

UNDERSTAND: What is the theme of the music selection

APPLY: Identify how the clues within the piece relate to each other

Bloom's Continued

ANALYSIS: What is the composer trying to say within the music selection?

SYNTHESIS: What would you add or take away from the music

EVALUTION: Critique the music selection. What do you think about it?

SELF- QUESTIONING TAXONOMY



Let's
Do It
Again





WORD WALLS



YOU Be
the
Judge



Antonio Vivaldi



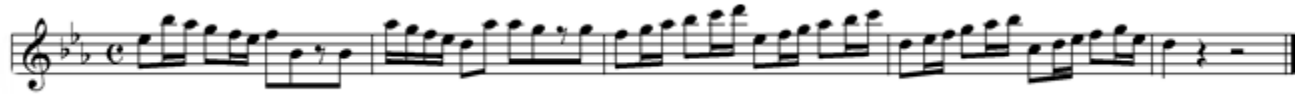
Pairs Read

Coach and Reader: Reader reads the first paragraph out loud and coach paraphrases the paragraph. Reverse roles for the next paragraph. Follow-up writing activity - both make a list of the main points and details they remember.

Largo from Winter

The Four Seasons

By: Antonio Vivaldi



Listen to the Main Theme

Largo from Winter

from the Four Seasons by Vivaldi

Largo means to play very slow. It is the second movement (section) in the concerto titled Winter. The first movement is labeled Allegro non molto, then the largo movement and the last movement is labeled simply Allegro. The concerto goes fast, slow, fast.

Each movement of the concerto has a corresponding sonnet (poem). The verse for the Largo movement goes like this:

To rest contentedly beside the hearth,

*While those outside are drenched
by pouring rain.*

Writing Opportunities:

- Listen to Winter by Vivaldi and write your own story based on the music or create your own poem.
- Using technology, locate a winter scene from an artist from the Baroque time period. Write a story based on the painting and the music/poem.
- Locate “Winter Landscape with Ice Skaters” by Hendrick Avercamp. Study the artwork and develop a story and situation for one of the characters in the painting.

What is Music Disciplinary Literacy?

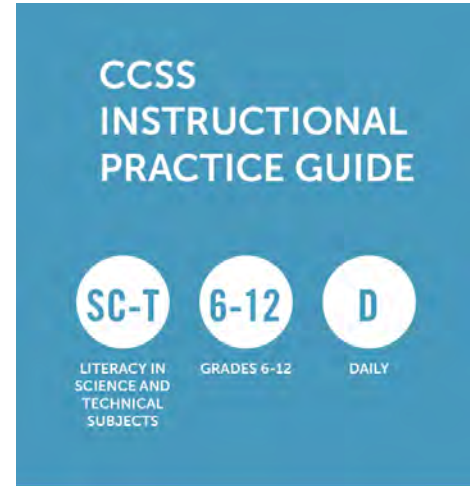


CCSS Instructional Practice Guides

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts)

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

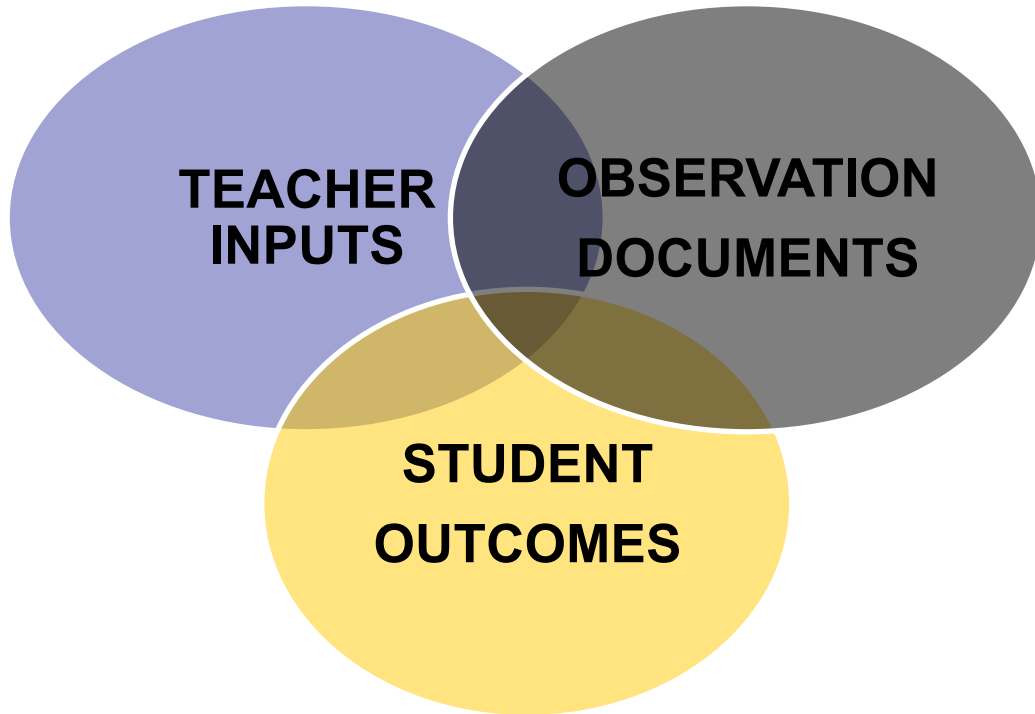
CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.



Danielson's Framework for Teaching



Artifacts



- Artifacts are evidence in the Teacher Excellence and Support System.
- Artifacts are part of our current practice.
- Artifacts may provide information for every domain of the Framework for Teaching

Research and Resources

- Achieve the Core- Literacy Instructional Guides www.achievethecore.org
- Arkansas IDEAS- Disciplinary Literacy Modules
- Arkansas Department of Education www.arkansased.org
- <http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- <http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived>
- <http://www.parcconline.org/parcc-content-frameworks>
- <http://dpi.wi.gov/standards/disciplinaryliteracy.html>
- Common Core and the Arts, College Board
<http://nccas.wikispaces.com/file/view/Arts%20and%20Common%20Core%20-%20final%20report1.pdf/404993792/Arts%20and%20Common%20Core%20-%20final%20report1.pdf>

con't.

- Disciplinary Literacy in Arts & Design wiki, Wisconsin DPT
<https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-fine-arts/home>
- www.nccas.wikispaces.com
- Amy Charleroy, 'Analyzing Art as Text',
<https://www.collegeboard.org/delivering-opportunity/sat/instruction/arts>
David Coleman, 'The Seven Guiding Principles for the Arts'
- Common Core <http://commoncore.org/art>
- Common Core State Standards, www.corestandards.org
- Experiencing Choral Music, Glencoe



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